Module/Lesson Plan	Time estimated minutes	Sequence	In-Car Lesson	KEYS Homework
DRIVER ED ADMINISTRATION				
BEHIND-THE-WHEEL	6 hours required	Integrated and concurrent	6 hours required on no less than 6 days and up to 12 hours of observation	
1. OVERVIEW GDL AND PARENT MEETING				
GDL and Parent Meeting Overview 2012 KEYS Parent and Teen Homework		1		Intro
2. VEHICLE CONTROL				
2.1 Preparing to Drive 2013	60-90	2		1. Vehicle Safety Equipment
2.2 Basic Control 2013	60-90	3	1 – Start, Steer, Stop	
2.3 Traffic Control and Laws 2013	60	4	2 – Intersections and Turns	2. Laws and Courtesy
3. VISION and MANAGING SPACES				
3.1 Strategies for Vision Control 2012	30-60	5		3. Vision, Balance, Judgment
3.2 Managing Time/Space 2013	60-90	6	3 – Yield, Search LOS/POT	
3.3 Mixing with Traffic 2012	60-90	7	4 – Find, Solve, Control	4. Adverse Driving Conditions
3.4 Sharing the Road 2012	60	8	5 – Turnabouts and Parking	
3.5 Limited Spaces	60-90	9	6 – Manage Space and Stops	
4. RURAL, URBAN and HIGHWAY DRIVING				
4.1 Natural Laws	60 - 120	10		
4.2 Managing Risk Vehicle/Roadway Design	30-60	11		
4.3 Hills/Curves	60-90	12	7 - Curves and Hills	
4.4 Urban Driving	60	13	8 – Complex traffic and speed	
4.5 Rural & Highway Driving	60	14	9 - Passing	
5. MANAGING DRIVING RISKS				
5.1 Adverse Conditions	45-60	15	10 - Lane Changing	
5.2 Emergencies	60	16	11 – Manage Zones	
5.3 Protecting Occupants		after Mod 2		
6. DEADLY D's				
6.1 Distractions 6.2 Drugs and Alcohol 2012 6.3 Drowsy 6.4 Dangerous Emotions - Road Rage	180	after Mod 5		
7. DRIVER LICENSE and TRIP PLANNING				
7.1 Owning Vehicle/Trip Planning	60	after mod 6		5.Supervised Practice and Safe Driving
7.2 Driver License / Assessment	90	after mod 6	12- Skills Assessment (ideally with parent/guardian)	
TE Resources – Tests, Videos and Extras				

The Montana Traffic Education Curriculum is online at www.opi.mt.gov./programs/drivered without the tests. Downloading times may vary depending on Internet connection speed. Some files, especially the PowerPoint presentations, are very large and might take up to an hour to download. Contact OPI if you wish to have these resources mailed to you on a jump drive.

Montana Teen Driver Curriculum 2.0 Explanation: This quick reference table identifies the Essential Knowledge and Skills Topics included in each unit. Reinforced topics are sample topics that can be reinforced through repetition as appropriate within a module.

Modules	Topics Included in Modules	Reinforced Topics	Topic Content
Module 1			**Overview, GDL and Parent Meeting**
Course Overview, GDL and Parent Orientation	1		**1. Course Overview, GDL and Parent Orientation** The student and parent/guardian are expected to: (a) complete the program registration process if needed; (b) discuss and understand the teen driver education and training program goals; (c) understand the course structure, policies and rules; (d) understand the Graduated Driver Licensing Law and procedures for compliance; (e) understand the responsibilities of the instructor, parent and student during the course; (f) examine the behaviors resulting in driver errors, and crash statistics in Montana and nationally; and (g) recognize the risks associated with poor driving habits and how risk can be minimized.
Module 2			**Vehicle Control**
2.1 Preparing to Drive	2, 3, 4, 5		**2. Identifying Vehicle Gauges, Alert and Warning Symbols** The student is expected to locate and describe the function of alert and warning symbols, and gauges found in a: (a) driver education vehicle; and (b) another vehicle. **3. Operating Vehicle Control Devices** The student is expected to identify, describe, and demonstrate the location, function, and operation of: (a) vehicle control devices found in a driver education vehicle; (b) vehicle control devices found in another vehicle; (c) safety, communication, and convenience devices found in a driver education vehicle; and (d) safety, communication, and convenience devices found in another vehicle. **4. Preparing to Drive** The student is expected to describe and demonstrate: (a) the purpose and use of a vehicle owner's manual; (b) pre-entry tasks made around the vehicle prior to entering the vehicle; (c) entry into the vehicle tasks; (d) seating, steering wheel (if adjustable), and restraint adjustments made prior to starting and moving a motor vehicle; (e) traditional mirror adjustments made prior to starting and moving a motor vehicle; (f) enhanced side view mirror (GBE) settings to reduce mirror blind spots and eliminate glare; and (g) securing and exiting tasks after stopping a motor vehicle.

			5. Protecting Occupants The student is expected to: (a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body; (b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults; (c) identify how child restraint systems operate (infants, forward-facing, booster seats and lap shoulder devices), proper positioning within a vehicle and how they provide crash survival protection; and (d) demonstrate proper steering wheel adjustments to accommodate for airbags.
2.2 Basic Control Tasks	6,7	3,4,5	**6. Performing Basic Maneuvers** The student is expected to describe and demonstrate: (a) the pre-drive and starting tasks; (b) the four (4) steering wheel control techniques and when each is used; (c) procedures for entering and leaving the roadway; (d) acceleration control; (e) controlled, threshold, and trail braking control; (f) procedures for a left and right precision turns from a stopped and moving position; and (g) procedures for backing straight and while turning. **7. Standard Vehicle Reference Points** The student is expected to identify, describe and demonstrate: (a) knowledge of the blind areas to the front, sides, and rear of a vehicle while seated in the driver's seat of a vehicle; (b) knowledge of how targeting establishes steering accuracy and helps develop a systematic searching habit; (c) a visual reference point that will place the front bumper at a line or curb; (d) a visual reference point that will place the right side tires 3-6 inches, 3 feet, and 6 feet from a line or curb; (e) a visual reference point that will place the left side tires 3-6 inches from a line or curb; (f) a visual reference point for placement of a vehicle in the center of a lane; (g) visual reference points for placement of the rear bumper at a line or curb; and (h) lane placement and reference points for setup, entry to, and exiting from a turn.
2.3 Traffic Control Devices and Laws	8		**8. Traffic Control Devices and Traffic Laws** The student is expected to: (a) describe the needs and purpose for traffic control devices for signs, signals, and markings; (b) list and describe the color and function of traffic signal lights, and signal/sign combinations; (c) list and explain meanings of colors and shapes of roadway signs, signals, and markings; (d) categorize roadway signs, signals, and markings into meaningful applications; (e) describe appropriate driver responses to roadway signs, signals, and markings; and (f) apply the traffic laws for operating a motor vehicle on public streets and highways and operate the vehicle within those laws.

Module 3			Vision and Managing Spaces
3.1 Strategies for Effective Vision Control	9,10		**9. Using Vision for Vehicle Control** The student is expected to: (a)identify fields of vision and their use while operating a motor vehicle; (b) identify strategies for overcoming physical visual problems; (c) analyze the effect speed has on vision; and (d) identify techniques to improve vision while driving. **10. Good Habits for Reduced Risk Driving** The student is expected to: (a) recognize the value of good driving habits, (b) describe the steps to developing positive habits, (c) identify the four levels of driver performance, (d) identify the ten good driving habits: 1. get driver and vehicle readiness to drive; 2. see a clear path before moving the vehicle; 3. keep the vehicle in balance; 4. use reference points to know where your vehicle is; 5. search for line of sight and path of travel restrictions; 6. develop strategies for decision-making and action; 7. safely navigate intersections; 8. control the rear zone; 9. control the front zone; and 10. drive with courtesy. Ten Habits concept developed by Frederik R. Mottola©2013. Permission granted to Montana OPI
3.2 Strategies for Managing Time and Space	11, 12	10	**11. Time and Space Management System Components** The student is expected to describe and demonstrate: (a) the components of a space management system; (b) the procedures for an orderly visual search pattern; (c) changes to line of sight restrictions; (d) changes to path of travel restrictions; (e) the six zone locations; (f) adjusting vehicle position to maximize lane positions; (g) how to evaluate a gap for merging with traffic or crossing traffic lanes; (h) how to evaluate and control vehicle space to the front; (i) how to evaluate and control vehicle space to the sides; (j) how to evaluate and control rear zone conditions; and (k) appropriate communication techniques to inform other roadway users of driver actions. **12. Time and Space Management Strategies** The student is expected to: (a) demonstrate an orderly visual search process; (b) evaluate the projected target area for information that could affect speed, vehicle direction or driver communication; (c) evaluate and respond to restrictions to the line of sight; (d) evaluate and respond to restrictions to the path of travel; (e) visually search areas for a safe response in the 20 to 30 second visual search range; (f) visually search areas for a safe response in the 12-15 second visual search range; (g) visually search areas for a safe response in the 4-6 second immediate response range;

			(h) demonstrate adjusting lane positions and speed to control space around the vehicle; (i) demonstrate selecting a gap in traffic for a safe merge or crossing traffic lanes; (j) demonstrate appropriate communication prior to a speed or lane position adjustment; (g) describe the dangers of improper signaling; (k) evaluate and respond to traffic to the sides and rear of the vehicle; (l) calculate distance traveled with various speeds; and (m) identify and describe the vehicle control sequence of vision control, motion control, and steering control.
3.3 Strategies for Mixing with Traffic	13, 14, 15	3,5,6,7,8, 9,10,11,12	**13. Right of Way Rules** The student is expected to: (a) define right of way; (b) understand the consequences for failure to yield the right of way; (c) know and apply the rules to yield the right of way at intersections; (d) know and apply rules to yield the right of way at merging zones; (e) understand reasons for and apply rules of yielding right of way to emergency vehicles, funerals, school buses, and pedestrians; and (f) know and apply right of way rules at intersections with highway-rail grade crossings. **14. Negotiating Intersections** The student is expected to: (a) recognize and respond to different intersection types, including roundabouts; (b) search for and respond to traffic signs, signals and markings; (c) identify and respond to controlled and uncontrolled intersections; (d) identify and respond to controlled and uncontrolled railroad crossings; (e) demonstrate visual searching skills to the left, front, right and rear of the vehicle; (f) demonstrate visual searching skills to identify and select the best lane position, best speed, and communication; (g) recognize and respond to legal and staggered stop positions; and (h) demonstrate effective vision, motion and steering control. **15. Performing Lane Changes and Passing** The student is expected to: (a) describe and demonstrate compliance with the legal requirements for a lane change and passing; (b) evaluate and demonstrate a safe gap selection for a lane change or passing; (c) evaluate and demonstrate time and space requirements for pre-pass positioning, passing, and lane return; (d) describe and demonstrate effective blind area checks and mirror use; (e) describe and demonstrate effective speed adjustment; (f) describe and demonstrate appropriate lane positions; (g) describe and demonstrate effective vision, motion and steering control; and (h) describe and demonstrate appropriate communication techniques

3.4 Sharing the Road with Other Users	16	3, 5, 6, 7, 8, 9, 10, 11, 12, 13	**16. Cooperating with Other Roadway Users** The student is expected to describe and demonstrate responsibilities for sharing the road with: a) pedestrians b) bicyclists; c) motorcyclists; d) trucks; e) trains; f) buses; g) construction vehicles; h) farm machinery; i) slow-moving vehicles; j) oversized vehicles; k) vehicles towing trailers; l) recreational vehicles; m) mopeds and scooters; n) emergency vehicles; o) funeral processions; and p) animals
3.5 Vehicle Control in Limited Spaces	17, 18	3, 5, 6, 7, 8, 9, 10, 11, 12	**17. Performing Turnabouts** The student is expected to describe and demonstrate good habits for a legal and reduced risk: (a) 2 point turnabouts; (b) 3 point turnabouts and (c) U turns. **18. Performing Parking Maneuvers** The student is expected to describe and demonstrate the good habits for a legal and reduced risk: (a) angle parking; (b) parallel parking; (c) street/curb parking; (d) perpendicular forward parking; (e) perpendicular backing into parking space; (f) parking on a uphill and downhill with and without a curb; and (g) parking in restricted parking areas.
Module 4			**Rural, Urban and Highway Driving**
4.1 Natural Laws Affecting Vehicle Control	18, 19, 20, 5	9	**19. Effects of Gravity and Energy of Motion** The student is expected to: (a) define gravity and energy of motion (b) describe the effect gravity and energy of motion have on friction and traction; (c) describe the effect of speed on energy of motion; (d) describe the forces of an impact; (e) describe the impact of tire condition and air pressure on traction; (f) describe the forces while in a curve; (g) describe the factors that affect braking distance; (h) describe the consequences of vehicle modifications on vehicle balance and traction; and (i) describe the forces of energy on vehicles of different weights and size. **20. Maintaining Vehicle Balance** The student is expected to: (a) describe how to determine a vehicle's maximum load; (b) describe the cause and effect of vehicle load changes (balance) from

			side to side, front to rear, and rear to front; (c) describes the effect of vehicle load on vehicle balance; (d) describe and demonstrate proper seating position for vehicle balance and control; (e) describe and demonstrate positioning of the hands and steering techniques to maintain vehicle balance and control; (f) describe how aggressive steering, braking, and acceleration affects vehicle balance and control; (g) describe and demonstrate feet positions to maintain vehicle balance and control; and (h) describe and demonstrate acceleration and braking techniques to maintain vehicle balance and control. **21. Maintaining Traction Control** The student is expected to: (a) describe traction loss and effect to the front wheels and rear wheels; (b) identify how to manage traction loss on a front wheel drive, rear wheel drive, and all-wheel drive vehicle; (c) list conditions that can create traction loss and vehicle imbalance; (d)describe how traction and vehicle balance are affected by steering, acceleration, deceleration and roadway surfaces; (e) explain the function and advantages of 2- and 4- wheel anti-lock braking (ABS) systems; (f) identify vehicle braking systems and the proper braking techniques used for those systems; and explain the purpose of enhanced (variable/assist) steering, stability control and traction control systems (g) explain the purpose of enhanced (variable/assist) steering, stability control and traction control systems. **5. Protecting Occupants** The student is expected to: (a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body; (b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults; (c) identify how child restraint systems operate (infants, forward-facing, booster seats and lap shoulder devices), proper positioning within a vehicle and how they provide crash survival protection; and (d) demonstrate proper steering wheel adjustments to accommodate for airbags.
4.2 Managing Risk	22		**22. Managing Risk with Vehicle and Highway Designs** The student is expected to describe: (a) the crash survival features incorporated into highway and vehicular design; (b) collision types and actions to control the consequences of a crash; and (c) how improved highway and vehicle technology helps minimize the consequences of a crash.
4.3 Strategies for Negotiating Hills and Curves	23	3,5, 6, 7, 8, 9, 10, 11, 12	**23. Negotiating Hills and Curves** The student is expected to: (a) describe and respond to line of sight and path of travel restrictions; (b) describe and demonstrate proper approach to hills or curves; (c) describe and demonstrate proper speed for ascending and descending hills; (d) describe and demonstrate proper entry speed and lane positions for a hill or curves; (e) describe and demonstrate proper speed and lane positions in a

			curves' apex; (f) demonstrate proper speed and lane positions for exiting curves; and (g) describes conditions that can affect traction and procedures to maintain traction in curves.
4.4 Urban Driving	24	3, 5, 6, 7, 8 9, 10, 11, 12, 13, 14	**24. Driving in Urban Environments** The student is expected to: (a) list, describe, and respond to characteristics of an urban driving environments; (b) recognize and respond to signs, signals, and markings; (c) describe, and respond to hazards associated with urban driving; (d) describe and respond to different types of intersection and roadway configurations; and (e) describe and demonstrate time and space management strategies for urban environments.
4.5 Rural and Highway Driving	25, 26	3,5, 6, 7, 8, 9, 10, 11, 12	**25. Driving in Rural Environments** The student is expected to: (a) list, describe, and respond to characteristics of rural driving environments; (b) recognize and respond to signs, signals and markings; (c) recognize, evaluate, and respond to hazards associated with rural driving; (d) be aware of and respond to animals in rural areas and know and abide by Montana's Open Range Law; (e) describe, evaluate, and respond to road conditions with proper lane position and speed; (f) describe and demonstrate good habits for passing and being passed on two lane and multi-lane rural roads; (g) recognize and respond to slow moving vehicles; and (h) develop and demonstrate time and space management strategies for rural driving environments. **26. Driving on Rural and Controlled Access Highways** The student is expected to: (a) describe the characteristics and relate the advantages and disadvantages of limited access highways; (b) recognize and respond to signs, signals, and markings; (c) recognize and respond to the types of expressway interchanges, including but not limited to the cloverleaf, diamond, trumpet, and directional interchange; (d) evaluate and demonstrate effective lane choice; (e) recognize and respond to problems due to congestion and plan alternate appropriate routes; (f) describe and demonstrate good habits for entering and exiting limited access highways; (g) describe and demonstrate good habits for lane changes and passing; (h) recognize how higher speed can affect vehicle control; and (i) describe and demonstrate strategies for steering control, speed control, and braking control.

Module 5			Managing Driving Risks
5.1 Strategies for Adverse Conditions	27, 28	5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20	**27. Driving During Reduced Visibility Conditions** The student is expected to: (a) describe sources for glare and procedures to protect from glare; (b) describe and demonstrate driving strategies during low light or darkness conditions; (c) describe and apply laws regarding headlights use; (d) analyze headlight projection and efficient and proper use of vehicle illumination; (e) describe fog related reduced visibility conditions and procedures to reduce risk; (f) describe winter driving conditions that reduce visibility and procedures to reduce risk; (g) describe limited visibility conditions caused by smoke and dust and procedures to reduce risk; and (h) describe rain related reduced visibility driving conditions and procedures to reduce risk. **28. Driving During Extreme Weather Conditions** The student is expected to: (a) describe extreme weather driving conditions such as flooding, heat, cold, storms, blizzards, and strong wind; (b) describe risks associated with driving during extreme weather driving conditions; and (c) explain reduced risk strategies to compensate for extreme weather driving conditions.
5.2 Strategies for Emergencies	29, 30	3, 5, 6, 7, 8, 9, 10, 11, 17, 18, 19, 20	**29. Responding to Emergencies** The student is expected to describe: (a) appropriate responses and prevention measures for sudden tire deflation, accelerator problems, engine, cooling, steering, electrical, lighting, and brake failures, and vehicle fire; (b) how to respond to low traction conditions resulting in skids; (c) how to respond to conditions requiring emergency evasive steering; and the proper response to startle and (d) the good habits to safely return a vehicle to the pavement from an off-road condition. **30. Responsibilities After a Collision** The student is expected to: (a) state Montana's Good Samaritan Law and requirements for reporting a collision; (b) describe what to do at the scene of a collisions; (c) describe the criteria for when law enforcement must be called after a collision; (d) describe how to respond to emergency personnel's directions; (e) describe how to meet insurance reporting requirements; and (h) demonstrate how to complete a collision report.
5.3 Protecting Occupants	5		**5. Protecting Occupants** The student is expected to: (e) describe the three collisions of a crash and the effect on the restrained and unrestrained human body; (f) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults; (g) identify how child restraint systems (infants, forward-facing, booster seats and lap shoulder devices) operate, proper positioning within a vehicle and how they provide crash survival protection; and (d) demonstrate proper steering wheel adjustments to accommodate airbags.

Module 6	Deadly D's:		Distractions, Drugs and Alcohol, Drowsy Driving and Dangerous Emotions – Road Rage
Driver Fitness and Responsibil - ities: **6.1 Distractions** **6.2 Drugs and Alcohol** **6.3 Drowsy Driving** **6.4 Dangerous Emotions**	31, 32, 33, 34, 35, 36, 37, 38		**31. Effects of Emotions and Disabilities** The student is expected to describe: (a) how the senses for touching, hearing, smelling and seeing are used while driving; (b) emotions and their effect on driver behavior; (c) ways to control emotions while driving; (d) temporary and permanent disabilities that may affect the driving task; and (e) actions drivers can take to compensate for disabilities while driving. **32. Alcohol and Drugs' Effect on the Body** The student is expected to describe: (a)how legal and illegal alcohol and drugs affect people differently; (b) the amount of alcohol in various drinks; (c) how blood alcohol content (BAC) is related to a person's body weight; (d) how BAC is related to consuming a certain number of drinks containing alcohol in a given period of time; and (e) the synergistic effects of alcohol and/or drugs. **33. Alcohol and Drugs' Effect on the Driving Task** The student is expected to: (a) describe the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking; (b) describe the increased probability of being involved in a fatal traffic crash after drinking; and (c) recognize and describe the physiological and psychological effects of other drugs on the driving task. **34. Saying "No" to Alcohol and Other Drugs** The student is expected to: (a) relate reasons why it is wise not to use alcohol or other drugs while operating a motor vehicle; (b) develop a plan to intervene when someone is drinking and intends to drive; and (c) relate or develop a plan to say no to peer pressure involving alcohol or other drug usage. **35. Alcohol Involved Crashes and Montana Laws** The student is expected to: (a) relate the scope of the overall alcohol/traffic safety problem in Montana and the United States; (b) describe why alcohol is the most commonly used drug involved with driving; (c) identify facts about teenage drinking and driving in Montana and the United States; (d) discuss excuses why people drink and drive or use drugs and drive; (e) explore the effect alcohol related crashes have on families and communities; (f) explore rules, regulations, and penalties applicable for minors in possession, minors and adults while driving under the influence, and open containers; (g) explore rules, regulations, and penalties applicable to minors and adults for improper use of a driver license to obtain alcohol; and (h) explore rules, regulations, and penalties applicable to minors and adults for administrative license suspension and implied consent. **36. Preventing Drowsy Driving** The student is expected to describe:

			(a) the physical and mental effect of fatigue on driver behavior; (b) the importance of sleep and its effect on performance; (c) the physical and mental symptoms of fatigue on the driving task; and (d) methods to prevent driving while fatigued and drowsy. **37. Preventing Aggressive Driving** The student is expected to: (a)describe aggressive driving behaviors that can lead to road rage; (b) describe driver errors that can lead to aggressive driving behaviors; (c) describe an individual's anxieties that can lead to dangerous driving behaviors; (d) develop strategies to reduce conflicts while driving; and (e) develop and use anger management techniques to prevent aggressive driving and road rage. **38. Reducing Driver Distractions** The student is expected to describe: (a) how vehicle audio and video systems distract; (b) how cell phones distract; (c) how passengers distract; (d) how unrestrained animals can distract; (e) how eating, drinking, and smoking distract; (f) how reading can distract; (g) how personal grooming can distract; (h) how conditions outside the vehicle can create distractions; and (i) steps to develop a personal plan for reducing distractions while driving.
Module 7			**Driver License and Trip Planning**
7.1 Owning a Vehicle and Trip Planning	39, 40, 41, 42, 43, 44, 45	5	**39. Driving Within the Highway Transportation System** The student is expected to: (a) list the components of the Highway Transportation System; (b) describe how numerous agencies and individuals contribute to the function and management of the Highway Transportation System; and (c) assess the impact and consequences of personal driving behaviors on other users in the Highway Transportation System. **40. Driver Licensing** – see 7.2 Driver License and Final Assessment **41. Insurance Requirements** The student is expected to: (a) know insurance obligations for owning and driving an automobile; (b) describe how to comply with Montana's vehicle insurance laws; (c) describe coverage and conditions for automobile insurance; (d) describe ways to establish and reduce automobile insurance rates; (e) discuss reasons individuals have automobile insurance denied or revoked; and (f) describe how to report to insurance agents after a crash. **42. Purchasing a Vehicle** The student is expected to: (a) identify personal needs for purchasing a new or used automobile; (b) list topics for a pre-purchase inspection of a used automobile; (c) calculate the expenses associated with purchasing and owning a new or used automobile to include • repair and maintenance, • insurance, • gas mileage and expense, • monthly payments and interest for the purchase of an automobile, • other expenses; and (d) understand the registration and titling process.

			43. Maintaining a Vehicle The student is expected to: (c) recognize dashboard warning symbols and respond to an activated warning symbol; (d) recognize the importance of under the hood vehicle maintenance checks; (e) explain basic operation and service requirements of the steering, suspension, fuel, electrical, lighting, and braking systems; and (f) recognize mechanical and tire malfunctions and the importance of securing maintenance and repairs to eliminate potential driving problems. **44. Planning a Trip** The student is expected to: (a) select routes for local and extended trips using state and local maps; (b) predict personal and vehicular needs for an extended trip; (c) calculate the cost of an extended trip; (d) identify when locating alternative routes would be beneficial; (e) know how to access trip planning information from the Internet; and (f) describe how to prepare and load a vehicle for travel. **45. Conserving Resources** The student is expected to: (a) define littering; (b) analyze costs linked to littering; (c) understand emissions and pollutants emitted by motor vehicles; (d) describe maintenance tasks that minimize vehicle pollution; (e) list motor vehicle fluids and parts that must and can be recycled; (f) explain driving techniques that conserve fuel; (g) list personal strategies to reduce litter on Montana roadways; and (h) explain the personal and global benefits of conserving energy, reducing pollution, and recycling.
7.2 Driver Licensing and Final Assessment	40	1	**40. Driver Licensing** The student is expected to: (a) describe the process of obtaining and maintaining an Montana driver license; (b) recognize the types of driver licenses and permits; (c) be aware of special information that may be placed on a driver license or instruction permit; (d) understand licensing restrictions, suspensions, and revocations placed on driving privileges; and (e) explain the license renewal processes. (f) compare what was covered in the course to what still needs to be reinforced and practiced; (g) understand the requirements and consequences during the graduated driver license period; (h) understand the purpose of the a practice guide, and how to utilize it during the required practice period; and (i) formulate ways to obtain guided behind-the-wheel practice and develop strategies to continue and accept personal responsibility for the life-long learning process of reduced risk driving.